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ABSTRACT

This health curriculum guide, intended for use with children in grades four through six, contends that the school is in a unique position to supplement efforts by home and community in raising the levels of physical, mental, and social-emotional health for each child. The contents of the guide are presented in outline form and cover observing signs of positive health, planning for total fitness in each individual's life, and other environmental and community factors which may influence health. For each content area and its sub-divisions, fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary teacher and student references; these include books, filmstrips, and other audio-visual aids. Outcomes of this health unit are given in terms of the student's understanding of personal health practices, his appreciation of health measurement techniques, and the importance of periodic health assessment, his knowledge of the school health team and other community helpers, and his awareness of certain physical, mental, and social-emotional commonalities and differences which exist between himself and his peers. (Author)

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

STRAND I
PHYSICAL H

HEALTH STATUS FOR GRADES

SPECIAL EDITION FOR EVALUATION AND DISCUSS

CG 007 755

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCA
THE CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW

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HEALTH CURRICULUM MATERIALS

FOR GRADES 4, 5, 6

Strand I - Physical Health
Health Status

1970 Reprint

The University of the State of New York/The State Education Department
Curriculum Development Center/Albany 12224
1969

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Overview

The annual United States investment in health and medical care is over 35 billion dollars, or 5 per cent of the country's total gross national product. These figures will continue to increase unless we utilize our existing resources more fully and "immunize" through education.

The school is in a unique position to supplement efforts by the home and community in raising the level of health for each child. Preventive measures and services must be utilized to the fullest through the cooperative effort of all agencies involved with the total fitness of children.

Many conditions of a physical, mental, and social-emotional nature can be detected and corrected early during the child's formative years thus involving optimal growth and development and optimal learning while helping each child attain his best educational achievement.

Health Status can serve teachers as an introduction to other strand areas.

Outcomes

Pupil Objectives:

Pupils in grades 4-6 should be able to:

1. realize that their peers are different physically, mentally, and socially-emotionally and yet alike in many ways.

2. know the role of the school health team and other community helpers concerned with prevention and control of various health problems.

3. understand that through measurement one can assess vision, hearing, nutrition, mental, physical and social fitness.

4. understand that their personal health practices are directly related to their total fitness and level of health.

5. understand the significance and importance of periodic health assessment.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING A AND LEARNING ACTIVIT
I. Observing Signs of Positive Health	Getting a clear picture of oneself will help one to better understand one's self and others.	Have children devise checklist for self e ation of health.
		After class experien with this unit, have pils go over checkli again. How would th change it? What are are important for co deration?
A. Responsibility to self and others	The individual has a definite responsibility for his personal health, and factual knowledge is essential in making decisions.	Have class develop an ventory of characteri of a health-educated dividual. Include pe sonal living, social lations, and relation

STANDINGS AND TAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
clear picture will help one nderstand one's thers.	Have children devise a checklist for self evaluation of health.	Pupil health appraisal is the process of determining a child's status through teacher and nurse observations, health histories, screening tests, medical, dental, and psychological examinations.
	After class experiences with this unit, have pupils go over checklists again. How would they change it? What areas are important for consideration?	Classroom appraisal methods could include: 1. observation of practices resulting from instruction 2. checklists and rating scales 3. posture tests 4. class charts, diaries 5. motor ability tests 6. opinions of parents 7. health knowledge tests 8. self-testing activities 9. surveys 10. evaluation of health lessons Great care needs to be exercised in relation to "normals". There is a great range within which normal falls.
ual has a sponsibility rsonal health, knowledge is n making	Have class develop an inventory of characteristics of a health-educated individual. Include personal living, social relations, and relations in	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		the community.
		Invite a pediatrician and a psychologist to class to discuss how individuals grow and develop physically and emotionally.
	Good health enables one to enjoy life more.	Show appropriate film.
	Many physical handicaps can be overcome, resulting in a more meaningful, productive and useful life.	Read stories of Great Americans who overcame physical handicaps and became an inspiration to others. .Glenn Cunningham .Wilma Rudolph .Franklin D. Roosevelt
		Discuss some current figures who are accomplishing in spite of handicaps.
	Overcoming a physical handicap may be a great social and emotional achievement.	
		With the use of a checklist have the pupils identify the positive signs of health in themselves.

RSTANDINGS AND TAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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	Discuss some current figures who are accomplishing in spite of handicaps.	Emphasize the "ability" rather than the "disability" of an individual.
a physical ay be a great emotional t.		
	With the use of a checklist have the pupils identify the positive signs of health in themselves.	Children are guided in developing desirable health behavior through their daily experiences with the classroom teacher. The chart below can be useful for the teacher and also the parent for health appraisal.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS

Check List

Positive Signs

1. a strong, well-built skeleton
2. sound, well-formed teeth
3. erect posture
4. healthy color to the skin
5. well-developed muscles
6. a moderate padding of fat
7. eyes bright and clear
8. facial expression alert and happy
9. hair smooth, glossy
10. child reports sound refreshing sleep
11. child reports good appetite, good digestion and regular elimination
12. mucous membranes of mouth and eyes are reddish pink; finger nails and ears are a reddish pink as seen under the light
13. mental health excellent-there is an air of contentment, good naturedness, vigor, and interest in life.

For further details refer to sub-strand on Health Status, grades K-3 and also to Strand III, Mental Health

Unless instruction is directed toward the basic

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
B. Role of health personnel		
1. Health service staff	It is important for the individual to appreciate and to understand the findings of the many people concerned with his health status.	Discuss the reasons for visits to the: .physician .dentist .dental hygienist .school psychologist
	The physician, nurse-teacher, and dental hygiene teacher cooperate to help students keep well by periodic examination.	Have the class name and describe other health personnel. Discuss the similarities and the differences in their functions. Which is the latest health occupation added to the team?
a. Physician		Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		health needs and characteristics of children, minimal learning and little behavior change will occur.
It is important for the individual to appreciate and to understand the findings of the many people concerned with his health status.	Discuss the reasons for visits to the: .physician .dentist .dental hygienist .school psychologist	Health guidance by teachers, nurses, physicians, and others is extremely important in interpreting to parents and pupils their health status.
The physician, nurse-teacher, and dental hygiene teacher cooperate to help students keep well by periodic examination.	Have the class name and describe other health personnel. Discuss the similarities and the differences in their functions. Which is the latest health occupation added to the team?	The CUMULATIVE HEALTH RECORD is a functional instrument and invaluable when kept up-to-date: Contents -- .positive and negative signs observed by the teacher .immunization and tests record .growth records and screening data .dental and medical appraisal .recommendations for referral
	Have class discuss the topic: Why the individuals concerned with health services are so important to the individual and community?	The teacher should keep in mind that one of the primary purposes in learning about the health service staff is for the learner to understand the relationships between health personnel and himself so that

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Ask the children to list as many preventive services as they can in the school and community.
b. Nurse-teacher c. Dental hygiene teacher		Organize a panel. Have individual members do research - library and interview - on one health specialist. The rest of the class can write questions they would like answered about health specialists. Have panel discuss and answer class questions.
2. Other school personnel	There are many people in the school family who help the students keep well while contributing to their growth and development.	
		As appropriate to class needs, discussions, and interests, invite members of the health team to: 1. discuss their role 2. work with pupils in small group discussion or research (consultant) 3. assist pupils in independent study and

UNDERSTANDINGS AND DAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Ask the children to list as many preventive services as they can in the school and community.	he is better able to make decisions about his health and to function more effectively.
	Organize a panel. Have individual members do research - library and interview - on one health specialist. The rest of the class can write questions they would like answered about health specialists. Have panel discuss and answer class questions.	
e are many people in school family who the students keep while contributing heir growth and lopment.		The classroom teacher should assist in the screening whenever possible. The experience is valuable in interpreting results. The classroom teacher has valuable information about each child.
	As appropriate to class needs, discussions, and interests, invite members of the health team to: 1. discuss their role 2. work with pupils in small group discussion or research (consultant) 3. assist pupils in independent study and	Some of the other school personnel involved in the health team might include: the psychologist, guidance counselor, speech therapist, social worker, attendance teacher, physical education teacher, and reading specialist.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		research in a particular area
C. Measurement and evaluation of health status and fitness	Everyone should establish a life-long practice of having his total fitness evaluated at regular intervals.	
1. Health examination		Discuss the values of an annual health examination.

UNDERSTANDINGS AND ENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	research in a particular area	
ne should establish -long practice of his total fitness ted at regular als.		A thorough health examination, according to the American Medical Association, is considered the most effective evaluation procedure to appraise one's health potential. See Article 19, State Education Law - students who are not able to produce evidence of a health examination by their own physician annually are examined by the school physician.
	Discuss the values of an annual health examination.	An annual health examination can help the doctor: -find minor problems which can be healed before they become big problems -check height and weight to see about gain or loss -to explain how the student is growing in terms of age and body type -see if the student needs to go to the dentist to have his teeth fixed -interpret the screening tests (vision, hearing, dental) and advise if there is need for further action -answer any questions that may be causing concern

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
	The health examination is valuable in detecting early signs of defects, disease and growth variations. There are many tests available to help one detect various defects and understand one's health status better.	Discuss the history and use of one or more of the instruments used by the physician in his examination evaluation, e.g. sphygmomanometer (measures blood pressure). Bring in pictures of instruments used by physicians in health examinations.
2. Kinds of tests and evaluations		
a. Vision and hearing screening	Vision and hearing enable individuals to be aware of their surroundings.	Relate to Strand I - Physical Health, sub-strand on Sensory Perception.
b. Dental screening	The teeth contribute to good speech, proper eating and improved appearance. The dentist and dental hygienist provide preventive services to promote dental health.	Relate to Strand I - Physical Health, sub-strand on Dental Health. Discuss: Tooth decay. Describe the factors involved in tooth decay.

R UNDERSTANDINGS AND NDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
health examination is able in detecting y signs of defects, ase and growth varia- s. e are many tests avail- to help one detect ous defects and under- d one's health status er.	Discuss the history and use of one or more of the instruments used by the physician in his examination evaluation, e.g. sphygmomanometer (measures blood pressure). Bring in pictures of instruments used by physicians in health examinations.	Most schools are unable to provide a complete, annual, medical examination for students. Time and expense preclude such an examination. The comprehensive examination is one that is generally provided by one's private or family physician, or community health center. According to the New York State Education Law, Article 19 (Medical and Health Service), Section 901, "medical inspection shall be provided for all pupils attending the public schools in this state".
on and hearing enable viduals to be aware heir surroundings.	Relate to Strand I - Physical Health, sub-strand on Sensory Perception.	
teeth contribute to speech, proper eat- nd improved appear- . dentist and dental enist provide pre- ive services to pro- dental health.	Relate to Strand I - Physical Health, sub-strand on Dental Health. Discuss: Tooth decay. Describe the factors involved in tooth decay.	Studies have shown that a good school dental health program combines effective classroom instruction with dental inspections and prophylaxis.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
c. Physical fitness tests	The state of fitness and dynamic body movement can be measured and is significant to health. Physical activity should be planned as part of one's daily routine.	Invite the physical education teacher into class to discuss and demonstrate kinds of physical fitness tests being used and their values.	
3. Evaluating daily living (checklist)	There is a positive relationship between practicing desirable health practices and body fitness.	Read and discuss with pupils what "total fitness" involves. Have pupils evaluate their current health practices, for example: 1. Do you eat a wide variety of foods? 2. Are you physically active regularly? 3. Do you wash your hands before you eat? 4. Do you see your doctor for a checkup once a year? 5. Do you visit your dentist once a year? 6. Do you brush your teeth after every meal? 7. Do you solve most of your problems yourself 8. Do you ask for help when you need it? 9. Can you handle disappointment as well as success?	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEME FO
		10. Do you have any hobbies?	
II. A Health Spectrum - In Perspective: Planning for "total" fitness in our lives	The individual has a responsibility for striving toward optimal health.		Fitness (best) s that can maintain dual.
	The various kinds of fitness are interrelated.	Discuss the kinds of fitness that make up total fitness: physical, intellectual, social, emotional.	Fitness the capa to funct daily re extra de physical socially
		Discuss the fact that when an individual is upset, his appetite, sleep habits and desire for exercise may be affected.	No one p function Total fi physical includes social, factors interdep
			It is im child to vigorous early in able to bility, planned
			Some of have cau physical

RSTANDINGS AND TAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	10. Do you have any hobbies?	
lual has a re-ty for striv- optimal		Fitness is the optimal (best) state of health that can be obtained and maintained by each individual.
s kinds of e interrelated.	Discuss the kinds of fitness that make up total fitness: physical, intellectual, social, emotional.	Fitness can be measured by the capacity of a person to function in meeting daily requirements and extra demands in activity: physically, intellectually, socially, and emotionally.
	Discuss the fact that when an individual is upset, his appetite, sleep habits and desire for exercise may be affected.	No one part of the body functions independently. Total fitness is more than physical fitness. It also includes intellectual, social, and emotional factors which are mutually interdependent. It is important for the child to learn the need for vigorous physical exercise early in life. Until he is able to take this responsibility, there has to be a planned program for him. Some of the factors which have caused a decrease in physical activity are:

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AI AND LEARNING ACTIVITI
A. Good nutrition	The body is built by the food eaten. Choosing a variety of foods from the "Basic Four" food groups will help develop the body and keep it healthy. Body processes are regulated by the food eaten.	Relate to Strand I, s strand, Nutrition. Discuss: 1. how eating habits effect growth 2. how foodstuffs ar changed into bones muscles, and bloo cells 3. how energy comes from the food eat Show an appropriate f or filmstrip.
B. Balanced program of sleep, rest, and relaxation	Sleep, rest, and relaxation prepare the body for work and play. Engaging in hobbies, or changing one's activities helps one to relax.	
C. Developing good posture		Discuss how exercise a good posture. Demonst

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		1. television, radio, movies, and spectator sports which provide passive entertainment 2. the increased use of the automobile which lessens the amount of time spent in walking and running 3. the rapid disappearance of natural play facilities, field, and vacant lots
e body is built by e food eaten.	Relate to Strand I, substrand, Nutrition.	
oosing a variety of ods from the "Basic ur" food groups will lp develop the body d keep it healthy.	Discuss: 1. how eating habits effect growth 2. how foodstuffs are changed into bones, muscles, and blood cells 3. how energy comes from the food eaten	
dy processes are re-ulated by the food eaten.	Show an appropriate film or filmstrip.	
leep, rest, and re-axation prepare the dy for work and play.		During sleep the body processes slow down - muscles relax, heart and lungs work more slowly and the blood carries a new supply of food and oxygen to the bones, muscles, and nerves, thus restoring body reserves.
ngaging in hobbies, or anging one's activities lps one to relax.		
	Discuss how exercise aids good posture. Demonstrate	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		good posture when standing, sitting and walking.	Good posture helps internal organs function properly by improving muscle tone.
	When posture is good, the bones and muscles are aided in working properly to keep the body in balance	Show an appropriate film.	
	Each individual has a characteristic way of standing, sitting, and walking which is determined by learning and the way his or her body is made.	Make stick drawings of good posture.	
	Good body dynamics is important in work and play.	demonstrate and have students practice various examples of good body mechanics.	
		Demonstrate good walking, sitting posture. Practice correct way to lift chairs, books, scrapbooks, etc.	The values of good posture can be related to: .an attractive appearance .efficiency in movement,i.e., in basic motor skills for games and sports and in everyday standing, sitting, walking. .correction of defects .improved fitness,i.e., in improved circulation, proper alignment of organs .good mental and emotional outlook

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEME FO
			The story for healt Age to th illustra Through t
D. Caring for the feet	Proper care of the feet enchances posture as well as provides a sense of well-being.	Joint project with physical education teacher or school nurse-teacher: demonstration of foot exercise.	Feet can by simple
		Discuss the importance of cutting toenails correctly.	Toe nails straight the devel nails or
	Properly fitted shoes should take priority over "the latest style", if one is conerned with total fitness.	Discuss the types of materials and styles used in shoes.	Shoes wit and tops culation Poorly fi cause poo tion to c foot cond When buyi should be weight of ing the f should fi should be ment of t ing.
E. Caring for the skin and its appendages (hair, nails)	The skin and its appendages are often indicators of one's health.		

R UNDERSTANDINGS AND NDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		The story of man's search for health from the Stone Age to the present is well illustrated in "Health Through the Ages."
r care of the feet nces posture as as provides a sense ll-being.	Joint project with physical education teacher or school nurse-teacher: demonstration of foot exercise.	Feet can be strengthened by simple daily exercises.
	Discuss the importance of cutting toenails correctly.	Toe nails should be cut straight across to avoid the development of hangnails or ingrown toenails.
rly fitted shoes d take priority over latest style", if s conerned with fitness.	Discuss the types of materials and styles used in shoes.	Shoes with leather soles and tops permit free circulation of air. Poorly fitted shoes may cause poor posture in addition to corns and other foot conditions. When buying shoes, allowance should be made for the weight of the body in spreading the foot. The heel should fit snugle. There should be freedom of movement of the toes for walking.
kin and its appen- are often indicators e's health.		

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
1. Skin	Regular bathing removes perspiration, oil, and dirt from the skin.	Discuss the values of cleanliness as a health measure.
2. Hair	Proper care of the hair keeps it clean, healthy and attractive.	
3. Nails	Proper care of the nails is important to grooming and the prevention of infection.	Discuss the importance of caring for nails, including the cuticles.
III. Other Factors Influencing Health	Health is being influenced more and more by environmental and community factors outside of the individual's control.	Panel discussion or symposium - What factors, other than the individual, influence health? Examples for consideration are: 1. environment 2. community 3. income 4. availability of services

UNDERSTANDINGS AND DAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
ir bathing removes ration, oil, and from the skin.	Discuss the values of cleanliness as a health measure.	
r care of the hair it clean, healthy ttractive.		
r care of the nails portant to grooming e prevention of tion.	Discuss the importance of caring for nails, including the cuticles.	Improper care of fingernails may result in hangnails.
is being influ- more and more by nmental and com- factors outside individual's l.	Panel discussion or symposium - What factors, other than the individual, influence health? Examples for consideration are: 1. environment 2. community 3. income 4. availability of services	There are individual differences among children from different socio-economic backgrounds. Some of the aspects one could explore are: 1. attitudes toward the teacher and other "authority-figures" 2. parents' level of expectancy concerning achievement 3. the use of language as a weapon against the teacher and others 4. attitude of the peer group toward learning The standard of living for a majority of our people is adequate but for millions of other Americans it remains below the acceptable

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			minimum limit set by society. The National Health Survey of 1963-64 reveals that lower income people in spite of their increased level of illness and greater need for health care, receive fewer health services. The findings of the survey, for example, confirm the generally accepted idea that there is a positive relation between poor health and low income.

Multimedia Resources

TEACHER REFERENCES

These supplementary aid
been evaluated. The li
appended for teacher co
only and teachers in th
requested to critically
the materials and to fo
comments to the Curricu
ment Center.

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Living and Non-Living Things. Coronet. 11 minutes.

Playing Safely. Young America.

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Films K-3 (continued)

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Sleep and Rest. EBF. 6 minutes.

They Grow Up Fast. American Association of Health, Physical Education & Recreation. 27 minutes.

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